

IMPORTANT INFORMATION

Reading record: Please ensure these are signed daily.

Attendance:

Good attendance is vital for your children's progress. We **do not** authorise time out for holidays in term time. Leave will only be granted in **exceptional circumstances**. Such requests should be submitted in writing to Mrs O'Reilly.

Procedure to report an absence

1. On the first morning of absence please telephone the school office and explain why your child will not be attending school by 9.15 am. Should you not do this, the school will contact you in line with "First Response" procedures.
 2. On your child's return to school please send in a WRITTEN explanation of their absence. Should this not be received, your child's absence will be recorded as unauthorized- regardless of any telephone calls.
- The school will follow up all unexplained absences and in line with borough procedures, these will be discussed with the Educational Social Worker.

Collecting children: If your child is going to be collected from school by somebody different, please ensure you inform us with a note or phone call if a last minute arrangement.

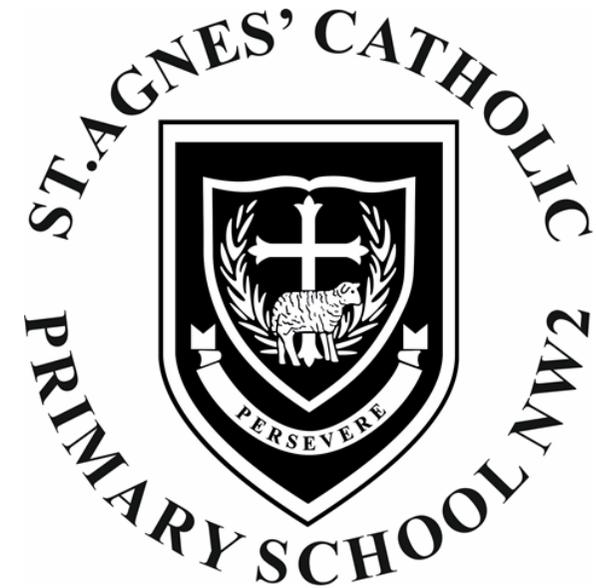
Punctuality: Arriving at school on time is important, Being 5-10 minutes late can mean the child misses the introduction to a lesson, and disrupts the rest of the class. The children are welcome to enter class from 8:40am and **MUST** be in by 8:55am for registration.

Uniform:

For health and safety reasons no jewellery, except watches and ear studs, are allowed. Children must **not** wear looped earrings. Only plain black /white trainers are permitted. Hats and scarves should be green, shoes should be black and outdoor coats should be green. Hair clips should be green, white or black. As it is difficult establishing ownership of uniform, please ensure that all school coats, jumpers and PE kits are clearly marked with your child's name and class.

Your co-operation is very much appreciated.

Curriculum Information Booklet



The family of St Agnes loves, learns and grows together as followers of Jesus.

Year 5
Spring Term 1 2022

RELIGIOUS EDUCATION

Being a Sacramental Person

We will learning that Christians believe that although Jesus is no longer in human form with us on earth, God remains with us in spirit. Christians call the world a sacramental place – that means it is holy, sacred, and filled with God’s love. We will learn that we need Sacramental eyes/glasses/lenses (a sacramental vision) to see God present in our world .We will reflect upon our daily lives. How do we show God’s love? We will be mindful of the ways in which you gather to share with loved ones and friends: who gathers? What is said? What ‘nourishment’ is offered? What ‘things’ become symbols of what cannot be seen – love, gratitude, forgiveness, appreciation, devotion. What actions give tangible expression to these beliefs and feelings?

Activities to try at home: You are the first educator of your child in faith. Your child’s learning in religious education will be much greater if you and the school are engaged in talking about the same ideas and beliefs. Healing is for the both body, mind and soul. It settles our fears, it takes away the sadness or our wrongdoing and it clear the way of obstacles, which bind us. The best way to teach your children about healing is to be open and generous in your healing your gift of it and your reception of it from those who love you.

PE:

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| Year 5 | Invasion Skills |
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PE Days

| Class | Days |
|--------------|---------------------------------------|
| Year 5 | Wednesday (AFS) and Friday (class PE) |

Additional home learning suggestions:

- Continue to make use of My Maths, Times Tables Rock stars and Spellzone
- Ensure your child’s reading engagement is high by reading with them and asking them questions about the text.

Homework :

All children should be reading at home nightly for a minimum of 20 minutes.

| Day set: | Due: | KS2 Yr 5 up to 45mins |
|-----------------|-------------|---------------------------------|
| Monday | Wednesday | Reading Comprehensions |
| Tuesday | Thursday | Grammar |
| Wednesday | Friday | Topic/Talk homework/ RE |
| Thurs | Monday | Maths based on topic |
| Friday | Monday | Spelling and a related activity |

Science; This half-term we are stargazers. We will investigate the eight planets– Mercury, Mars, Earth, Venus, Jupiter, Saturn, Uranus and Neptune. We will also take a look at the Moon, a celestial body that orbits Earth.

We will investigate the force of gravity (weight) and hypothesise if weight affects the speed at which objects drop. We will also watch film and documentary clips which show the effect of zero gravity in the international space station.

Year-five will also spend time exploring the scale of the solar system, looking at practical ways of explaining how large it actually is.

His tory: Learn about the figures, who made important discoveries which changed the ways in which we look at the world, such as Galileo and Newton. Students will be asked to explore why Galileo’s ideas were controversial. The children will be asked to retell, in their own words, the story of Newton.

We will also explore the space race, trying to explain why some were so determined to be the first to the moon.

French: This half term in French, the children will learn how to say and recognise various animals in French and talk about their pets. Through this topic, they will be introduced to the concept of masculine and feminine nouns.

Our topic for this half term is:

Stargazers

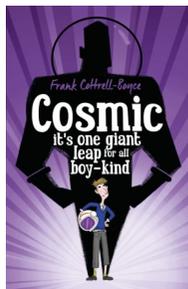


Journey through space, the final frontier. Navigate beyond the Sun, the magnificent, blazing star at the centre of our Solar System. Investigate the eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Take a look at the Moon, a celestial body that orbits Earth.

Programme a rover to traverse a lunar landscape and work scientifically to investigate gravity, and what happens when there is none. Compare the times of day at different places on the Earth and use GPS satellite navigation systems to track hidden treasure. Get in a spin making simple models of the Solar System and listen to the haunting sounds of space themed songs. Then it’s 3, 2, 1, blast off. Build and launch a rocket for an important test mission. Exploring space is probably the greatest adventure that humankind has ever undertaken. Are we alone? Or are there other life forms out there?

ENGLISH:

This half term we are reading and studying the novel, Cosmic by Frank Cottrell Boyce. It's one giant leap for all boy-kind in Frank Cottrell Boyce's out-of-this-world story: Cosmic.



Liam is too big for his boots. And his football strip. And his school blazer. But being super-sized height-wise has its advantages: he's the only eleven-year-old to ever ride the G-force-defying Cosmic rollercoaster - or to be offered the chance to drive a Porsche. Long-legged Liam makes a giant leap for boy-kind by competing with a group of adults for the chance to go into space. Is Liam the best boy for the job? Sometimes being big isn't all about being a grown-up.

This half term we will be applying for a job role at NASA to earn a space aboard the Infinite Possibility. The children will be writing persuasive letters to NASA explaining in detail their passion and qualifications for going to space! We do hope NASA reply and choose us!

We will read about Tim Peake and watch interviews with him after his epic journey. We will get in role as Mr. Peake and hot seat him to find out more about his experience. We will then take part in a very memorable experience by using our art and topic work to set the scene for taking off into space! The children will get in role as astronauts and imagine what it would be like as they blast off to space. What will they wear? How will they feel? We will use adventurous language and Alan Peat sentences to describe our experience in space. The children will learn how to include the relative clause in their writing to add detail and effect. As part of our memorable experience we will act out our experience in space and use our new vocabulary to describe our experience. The children will then compile all of their amazing descriptions into a piece of writing—which they will perform for other classes.

It is going to be such a wonderful experience!

MATHEMATICS:

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| Week 1 Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. | Week 4 Compare and order fractions whose denominators are multiples of the same number. |
| Week 2 Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. | Week 5 Add and subtract fractions with the same denominator and denominators that are multiples of the same number. |
| Week 3 Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements | Week 6 Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. |